



A Visit to Our
*Public
Schools*

Saskatoon School District • No. 13

September, 1949



On his way up...

Little knowing and not caring especially, our youngsters are "on their way up" in the world as they go each day to school. How well they fare depends so much upon the basic qualities of their education. Realizing this, today's school is an ever-changing, ever-expanding organization; adjusting itself to trends which demand a far-sighted, practical approach to the shaping of young minds and thoughts along channels leading to sane living, progress, and happiness.

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A Visit to our Public Schools

Saskatoon School District No. 13

THIS is a story that has not been told before. It is the story of what the citizens of Saskatoon do for their children in the Public Schools: the story, told in pictures, of a changing school, so different from that of a few decades ago. Some of these changes, though great, are very gradual but continuous. The school having a definite function in society is constantly striving to make improvements to fulfil its function.

We have gone a long way in meeting the needs of our children, but much remains to be done. The Public Schools of this district have as their central theme the developing to the full of the personalities of the children enrolled. It implies much more than a knowledge of reading, writing, and arithmetic, important though these may be. Our activities have been broadened to include the more cultural aspects of life and to promote a worthy use of leisure time. Music and the other arts have been integrated into the curriculum, not to make great musicians and artists, but for the sheer joy of expressing oneself in other than words. The desire to create is a part of the make-up of us all. Our schools foster this desire.

The modern world is literally shrinking in size; communications have been shortened;

we are living closer together. The democratic way of life demands that individuals live together and work together. To that end, much of school life is devoted to group activities with the purpose of developing the spirit of co-operation and tolerance. Discussions are held and opinions are freely expressed—the child becomes a working member of the group.

Without health what use is all else? The story of the health services in the Public Schools gives a glimpse of the important place given that aspect of child life.

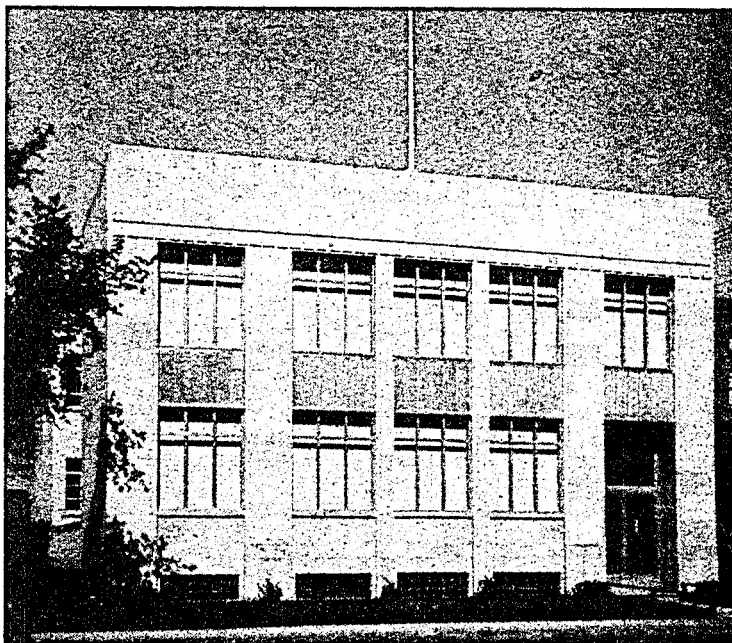
It is the hope of the School Board and the Superintendent that this publication will stimulate interest in the ratepayers that still greater things may be accomplished.

A. D. THOMSON

Superintendent of Public Schools

September, 1949.

● New Administration Building for Saskatoon Schools, opened officially in June, 1949. Located on Fourth Avenue south of Twenty-first Street. Contains administration offices, school doctor and dentist offices and laboratory, school library and Board Room.



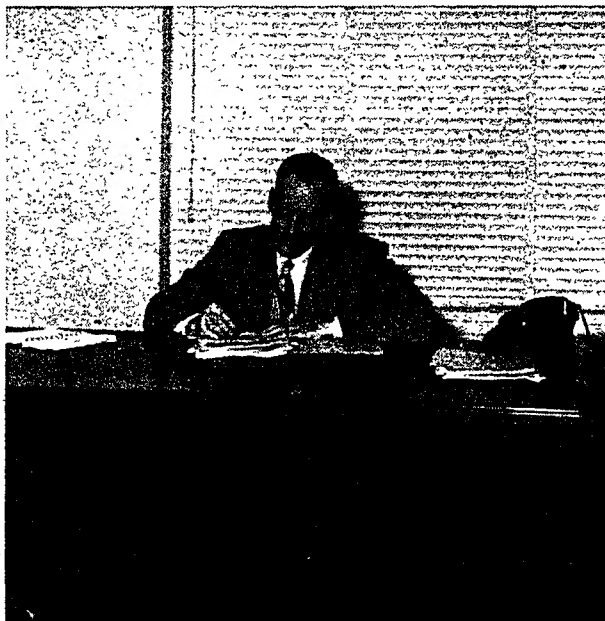


From left to right: W. E. Brunskill, A. D. Thomson (Superintendent), E. W. Griffiths, J. D. MacKay, Dr. L. D. Haselton (Chairman) Mrs. Marjorie Walker, C. L. B. Estey, J. D. McAskill, E. Wedge (Secretary-Treasurer).

Public School Board

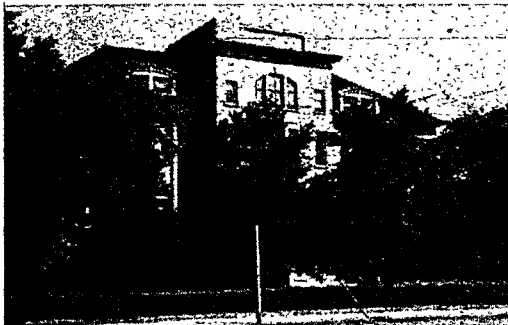
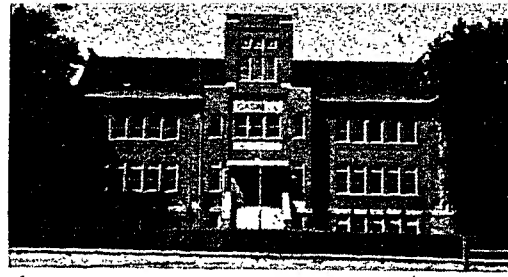
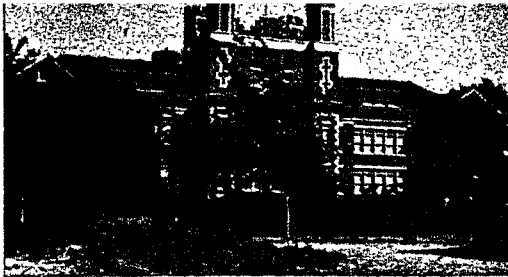
The School Board determines policy and conducts the business of the district. The seven trustees are responsible citizens, elected by popular vote for two-year terms. They recognize the demands of modern education and appreciate fully their responsibility as trustees of public funds. The Superintendent is the executive officer of the Board. The Secretary-Treasurer supervises the financial affairs of the Board.

A. D. THOMSON, Superintendent

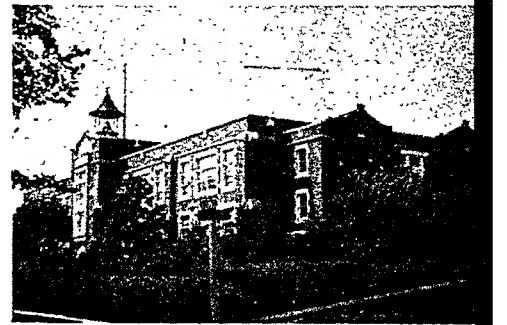
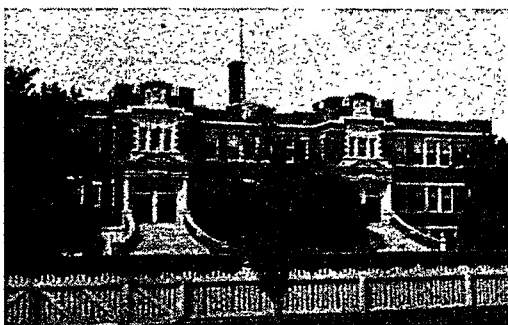


E. WEDGE, Secretary-Treasurer

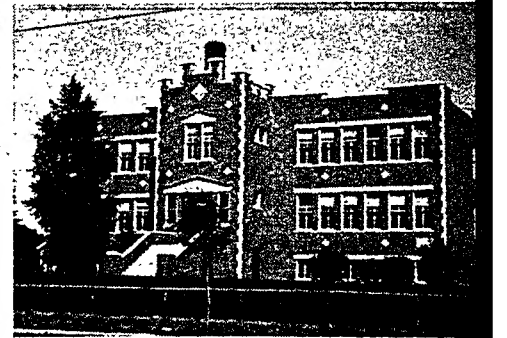
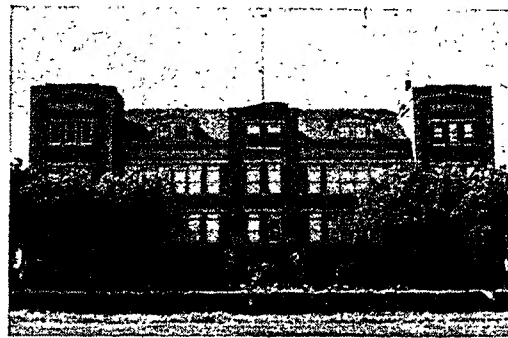




YEAR:	TEACHERS	PUPILS
1915	93	3516
1920	134	4327
1925	138	5573
1930	179	7108
1935	167	6263
1940	159	5567
1945	157	4948
1949	161	5273



SASKATOON PUBLIC SCHOOLS—Left to right, from the top: Buena Vista, Caswell, Albert, Princess, Haultain, Mayfair, Pleasant Hill, Wilson, Victoria, King George, Sutherland, Thornton, Westmount, Alexandra, King Edward.



How School Expenditures are Distributed

(Charts are based on a unit of \$100.00)

Where the Money Came From



NOTES ON INCOME: Grants from the Saskatchewan Department of Education are based on a set fee per teacher per day. The revenues from "various sources" are mostly special grants for multiple grades and special teaching arrangements introduced by the Department of Education.

\$91.26 FROM MUNICIPAL TAXES

5.75 FROM GRANTS
(Sask. Dept. of Education)

2.99 FROM VARIOUS SOURCES

NOTES ON EXPENDITURES: Operation costs include caretakers' supplies and wages, telephones, fuel, light, power and water. Maintenance costs cover salaries of maintenance staff, repairs to buildings and grounds, insurance, municipal taxes and sundry related items. Under the heading of "Sundries" in chart (right) the largest item is that of Pension Funds and sundry items in connection with financing. The Financial and fixed charges include debenture redemptions and interest; sinking fund and reserve for uncollectable taxes. Expenditures for 1948 totalled \$738,273.79. The average enrolment was 4990. The cost per pupil per annum was \$147.95.

Where the Money Went

\$51.29
FOR INSTRUCTION



\$2.26
FOR HEALTH SERVICES



\$11.92
FOR OPERATION COSTS



\$7.50
FOR MAINTENANCE
(Of Buildings and Properties)



\$2.31
FOR ADMINISTRATION



\$1.47
FOR SUNDRY EXPENSES
(Including Pension Fund)



\$3.71
FOR BUILDING RENOVATION AND EXTENSIONS



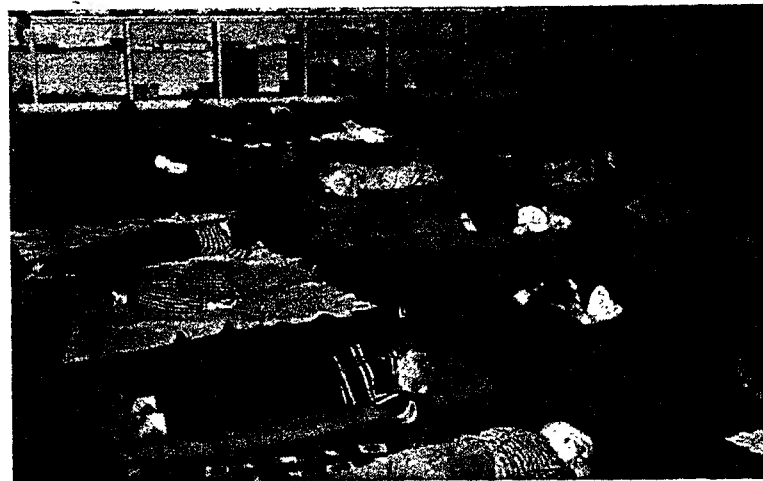
\$19.54
FOR FINANCIAL AND FIXED CHARGES





at the beginning . . .

Little tots love to attend kindergarten. To them it is the thrill of group activities, building projects, creative art, and rhythm band exercises. For them, it is the foundation of their education . . . learning to give willing obedience to rules of conduct, and developing powers of concentration.

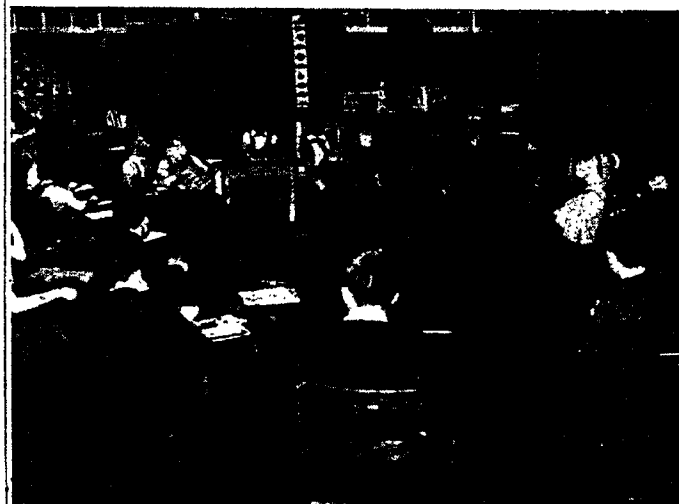
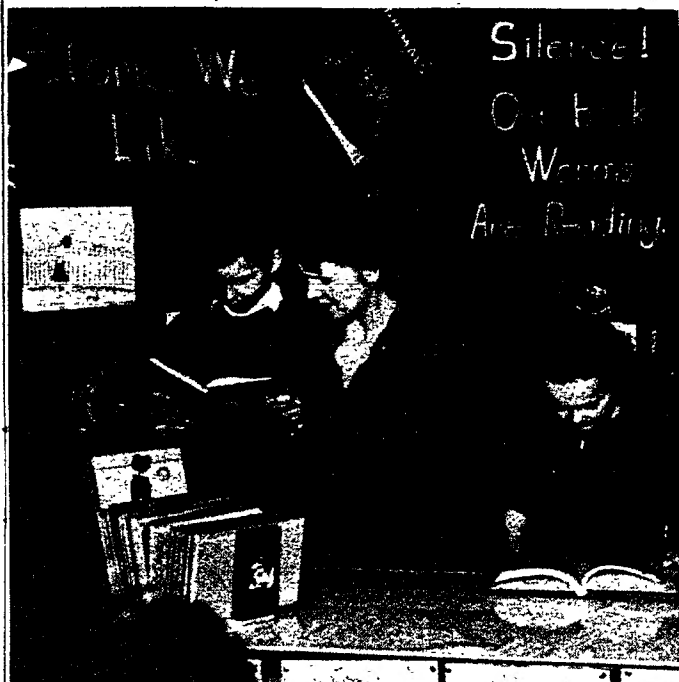


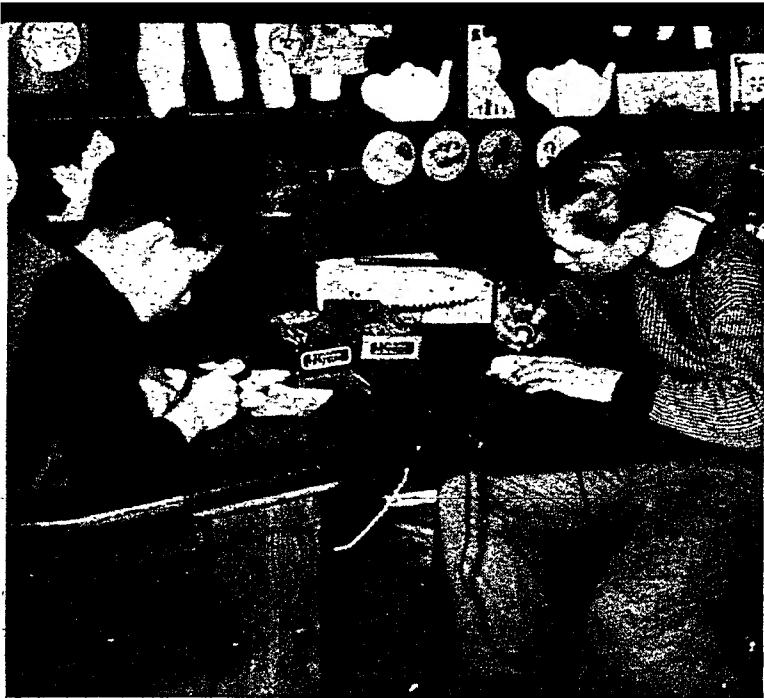


The 3 "R's"

**the core of the
curriculum**

Reading, writing, and arithmetic are still the basic subjects but with notable differences in presentation and teaching method. The subjects are introduced with more imagination. Emphasis on the importance of reading through group reading activities, the setting up of library projects in junior classrooms, in the development of projects based on story book tales designed to inspire an early appreciation for other peoples and their ways. Seat work, plus individual instruction, sharpens the interest in writing and mathematics.





Meeting special needs

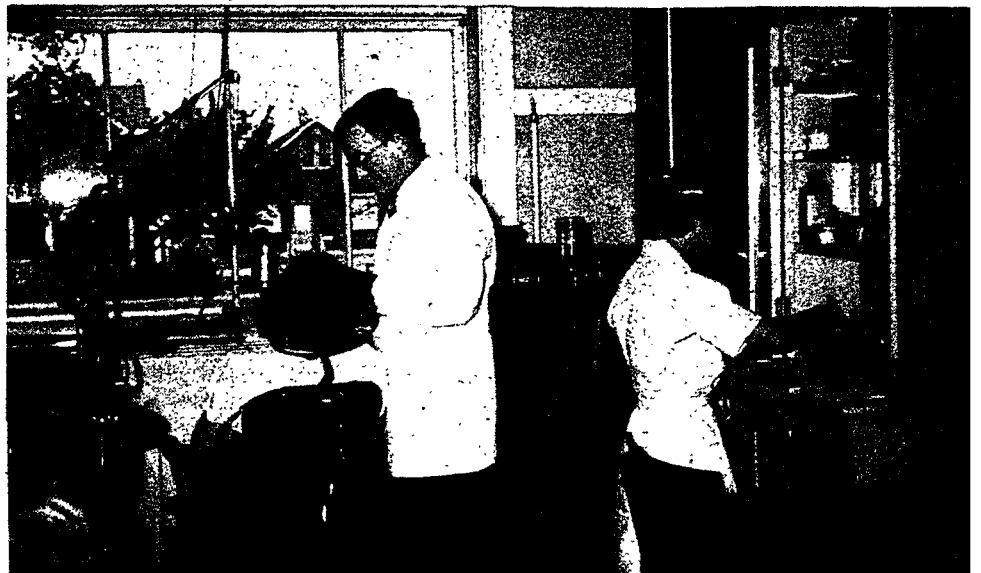
Respect for the child's individuality finds expression in group or special class activities which follow an enriched curriculum. Sometimes the need is for development of manual skills. In other cases, a different approach to the subjects is indicated and individual help is more frequent. Saskatoon schools are recognized for the practical and understanding way in which this highly specialized teaching has been advanced.





Safeguarding the health

The school has learned to recognize the importance of health in education . . . as much to teach health-appreciation to the pupils as to provide a means whereby a professional and qualified check is kept on the individual pupil. We know more about preventive medicine today and, in Saskatoon schools, it is applied through medical and dental examinations of all school children. The school doctor does not prescribe but will advise, a visit to the family doctor for closer attention to a pupil's health needs. The school dentist provides a complete service.





Self-expression through Art...

In every child there is an inherent urge to draw. It is one of the most vital forms of expression used by a child. The school has learned to develop it fully, not so much that each pupil becomes a Great Master but in order that he might grasp the realities of life more fully. The teaching of this subject employs the group activity through which the child learns early to respect the individuality of his fellow pupils. Good taste, an appreciation for the finer things, and greater skill in the interpretation of other subjects emerge through creative art instruction.





Even make-believe

Another of the child's native means of self-expression, is used as an avenue of approach to the development of his mind and thoughts. Drama is an adjunct to the teaching of language and literature; cantatas, operettas, and full length plays give ample scope to classroom programs on the subject. Acting, singing, stagecraft, and property management abilities are developed naturally.



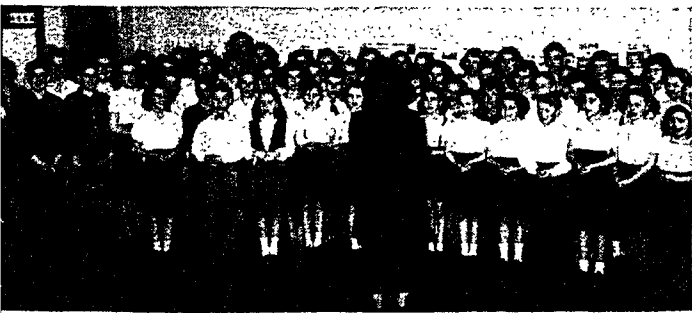
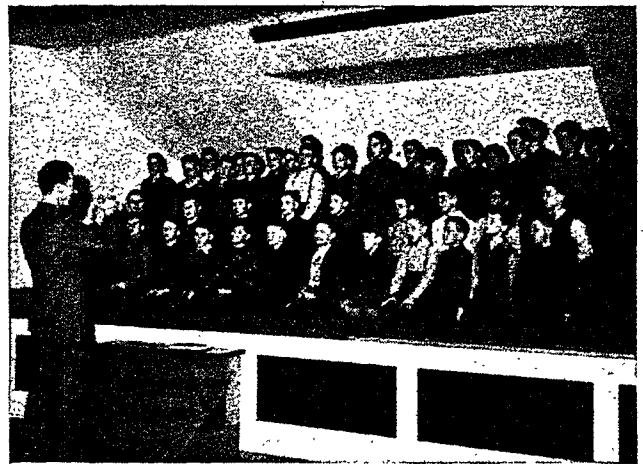


"Music hath charms"

The rest of the quotation reads:
"to soothe the savage breast."

How urgent is the need for less savagery in the world today! Music plays an important part in the lives of Saskatoon school children; beginning with morning exercises and carrying through classroom singing, music appreciation, singing games, rhythm bands, community singing, and choral work. Individual artists, whether vocal or instrumental, are given an opportunity for full development—the applause of fellow pupils giving their musical talent a "lift" to higher aspirations . . . perhaps, towards a national culture and a national theatre.



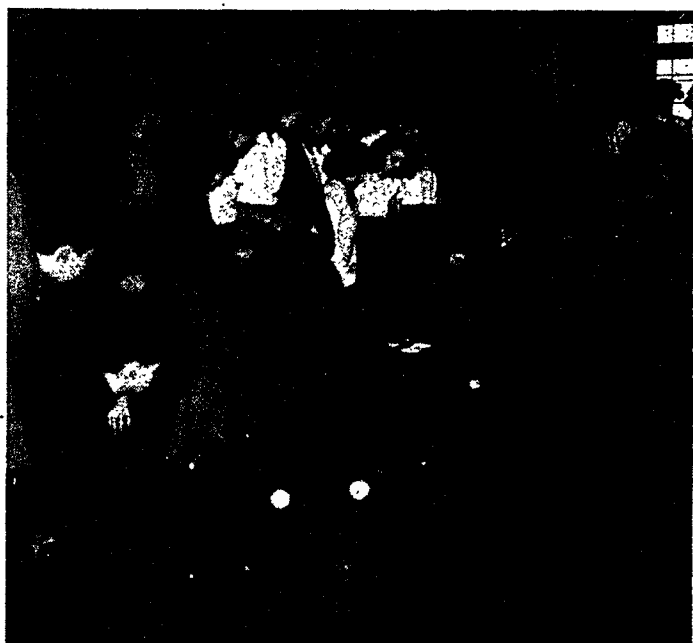
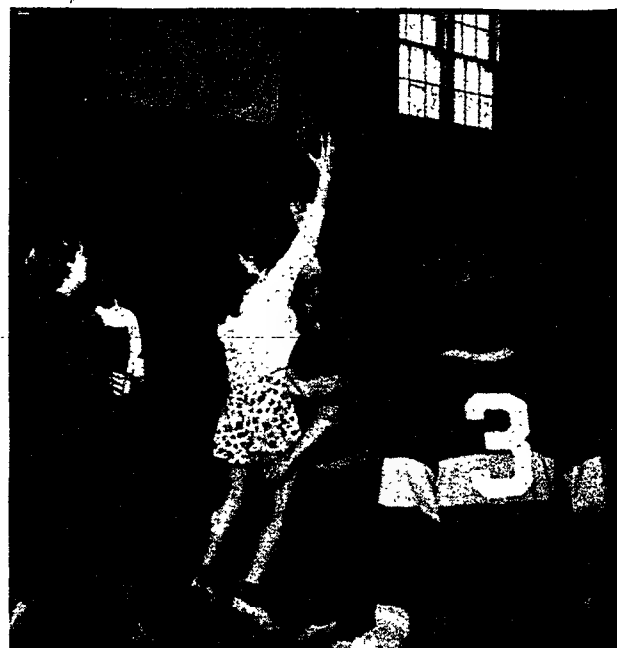


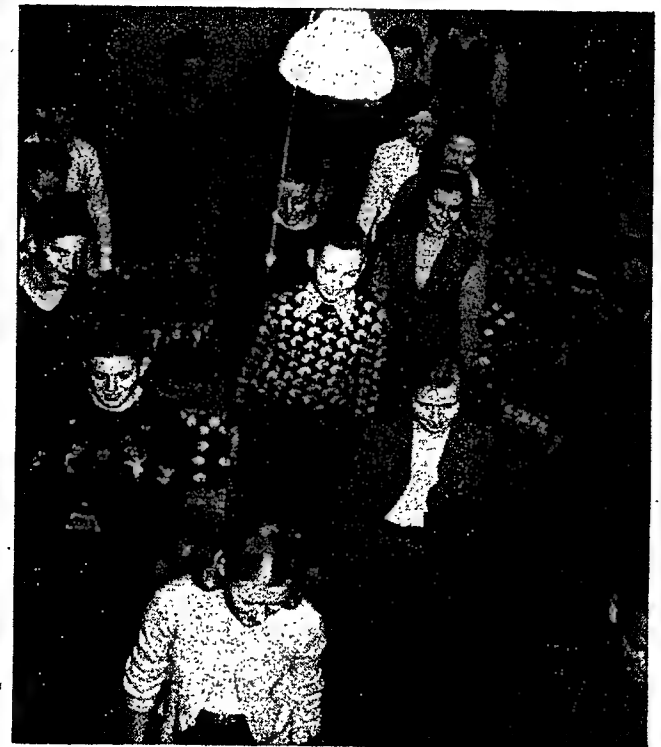
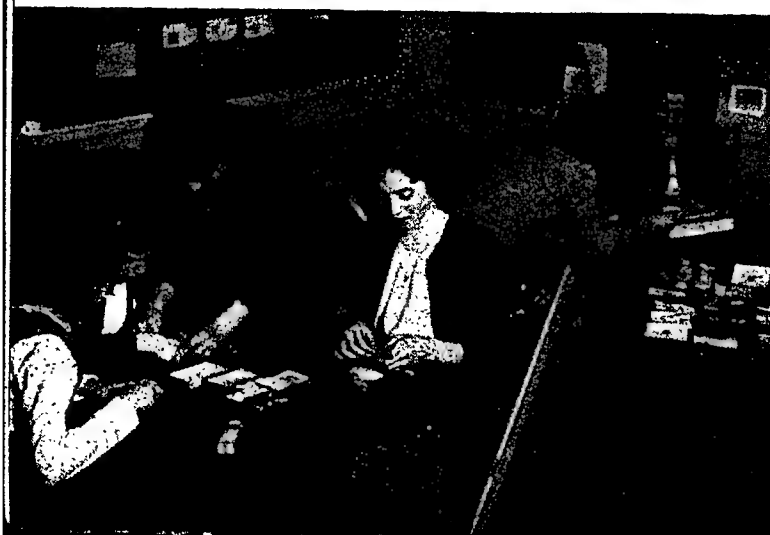


Good sportsmanship

"Most people improve upon acquaintance," the saying goes. If this is so, then the sports program in Saskatoon schools goes a long way towards developing a fine spirit of friendship and goodwill. Autumn . . . Winter . . . Spring . . . Summer . . . sports for every season for every child early builds a child's sense of tolerance, fair play, and a healthy appreciation for the competitive spirit.



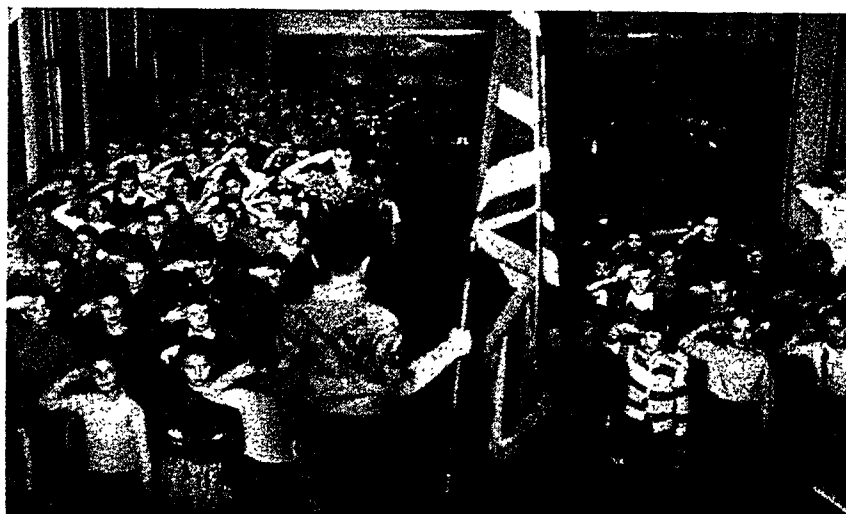
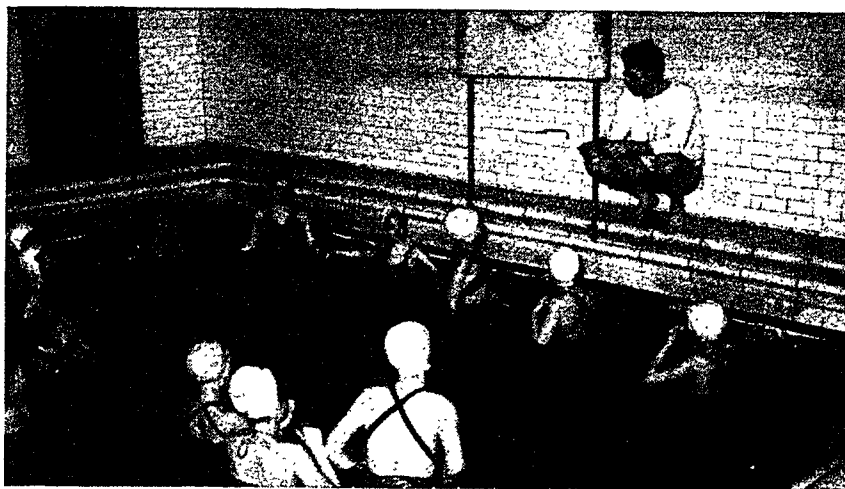






Extra- curricular activities

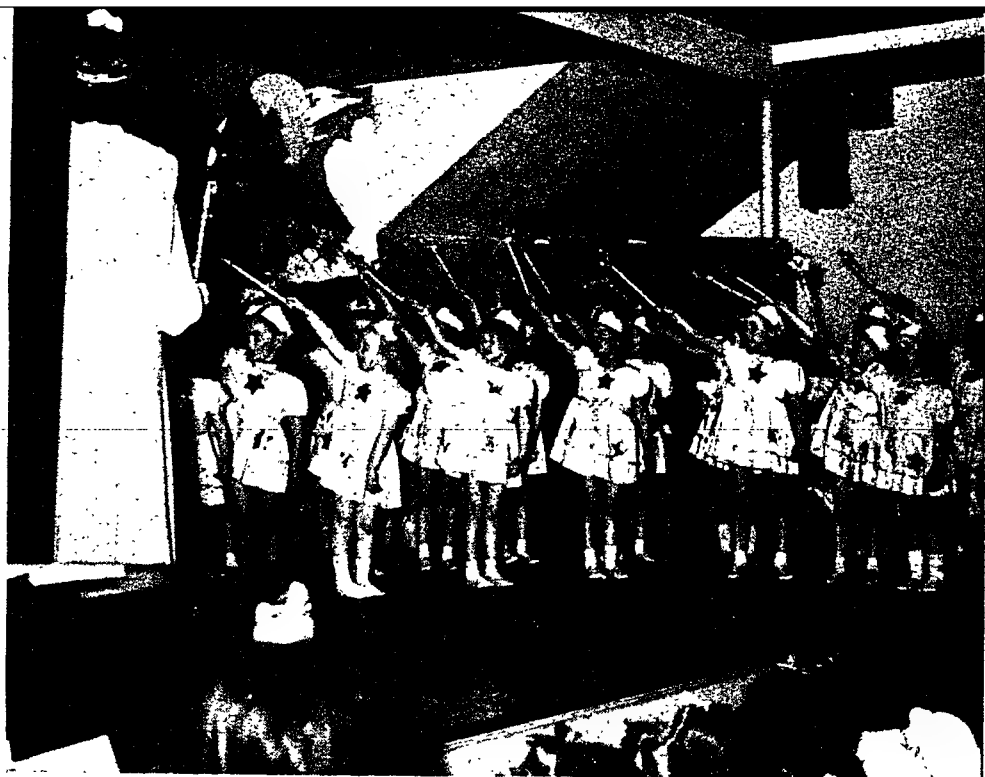
It is important that Saskatoon parents understand the reasons for extra-curricular activities. They develop, for instance, social skills and broad interests. The child learns to work "in committee" on such matters as Junior Red Cross; learns the "give-and-take" required in public service and in the ordinary dealings between people. He plans and carries out a number of school services, like delivering milk to junior classrooms. More important still, perhaps, is that he learns the meaning of responsibility.





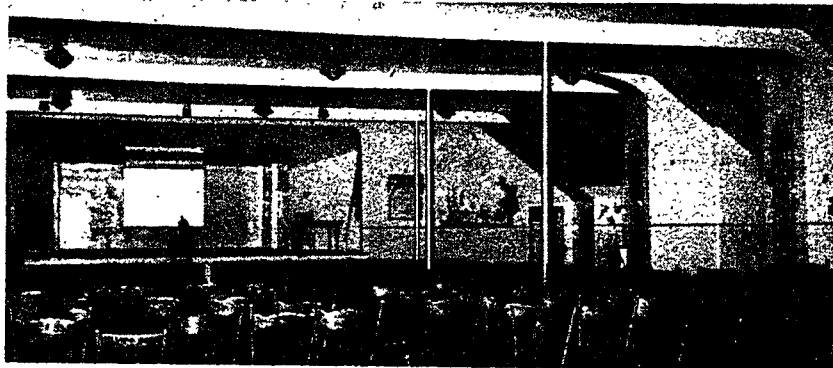
Extra-curricular activities include participation in city sports events, the staging of special programs to honor days or events current and past. Classroom projects teach culture and develop appreciation for other peoples . . . so varied and broad are the principles and objectives of classroom subjects which had no place in the schools twenty and thirty years ago.





Outlets for "public appearances"

The auditorium is recognized today as essential in every public school. The trend towards mass meetings for wider dissemination of information and for organization of worth-while events is used in the school auditorium to develop a proper understanding of mass-meetings and a practical demonstration of their usefulness. To the child who has talents for dramatics and music, the auditorium provides him with a "theatre" or "concert stage" on which to perform. It is a meeting place for whole-school functions and is fast becoming the meeting-place for parent-teacher groups concerned about school affairs.





Developing "the handy man"

Self-reliance even in the matter of making furniture gains strength and purpose in Saskatoon school workshops. Sometimes, the older boys work on projects such as making giant-size blocks for the kindergarten classes, or building artists' easels to solve a problem of supply in school. Power tools supplement the hand tools today.

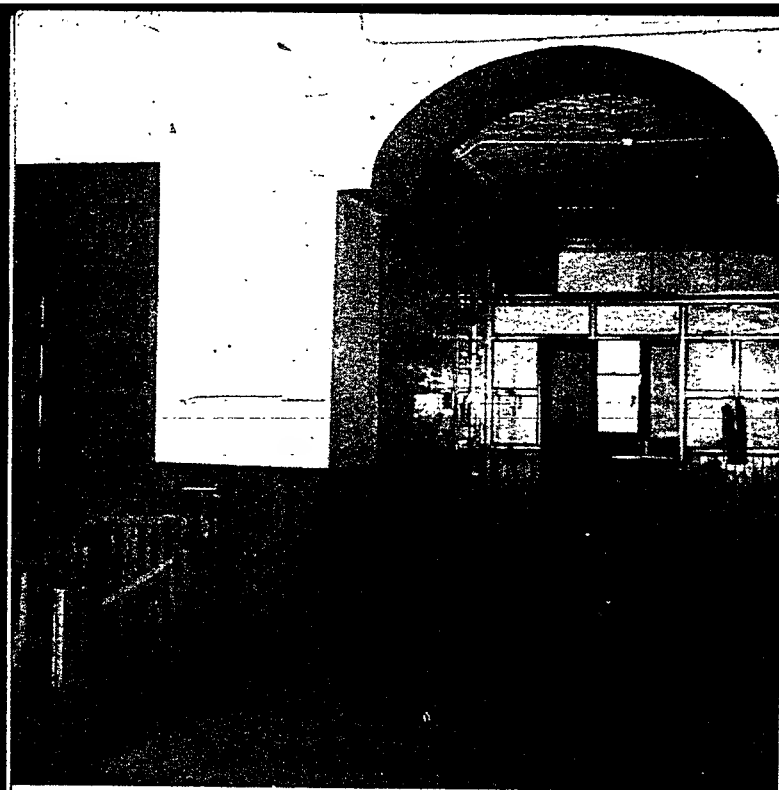




Home-makers...

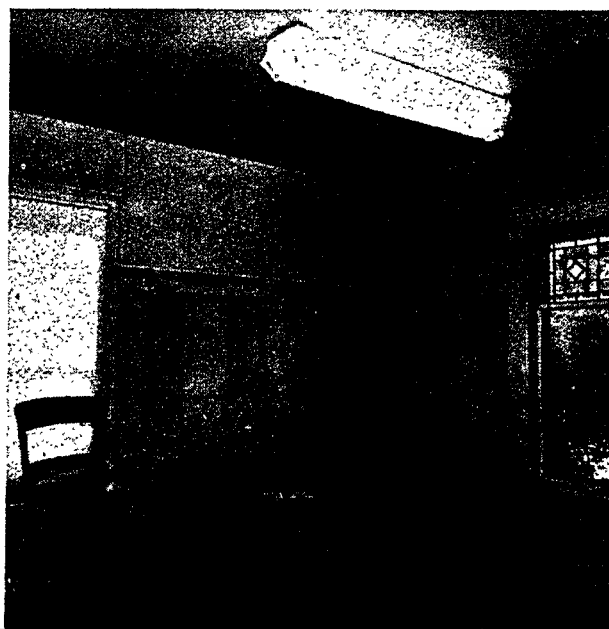
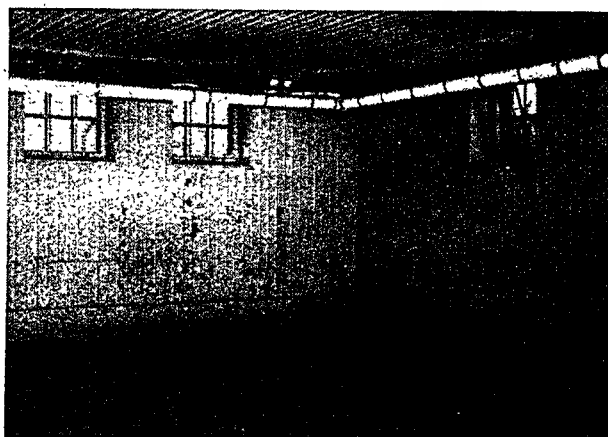
Basic training for those responsible for our future generations:—the proper choice of vitamins and food values, the cooking and serving of meals; the cutting and sewing of garments. These activities are designed to help our girls fulfil their place in the world, today and tomorrow.

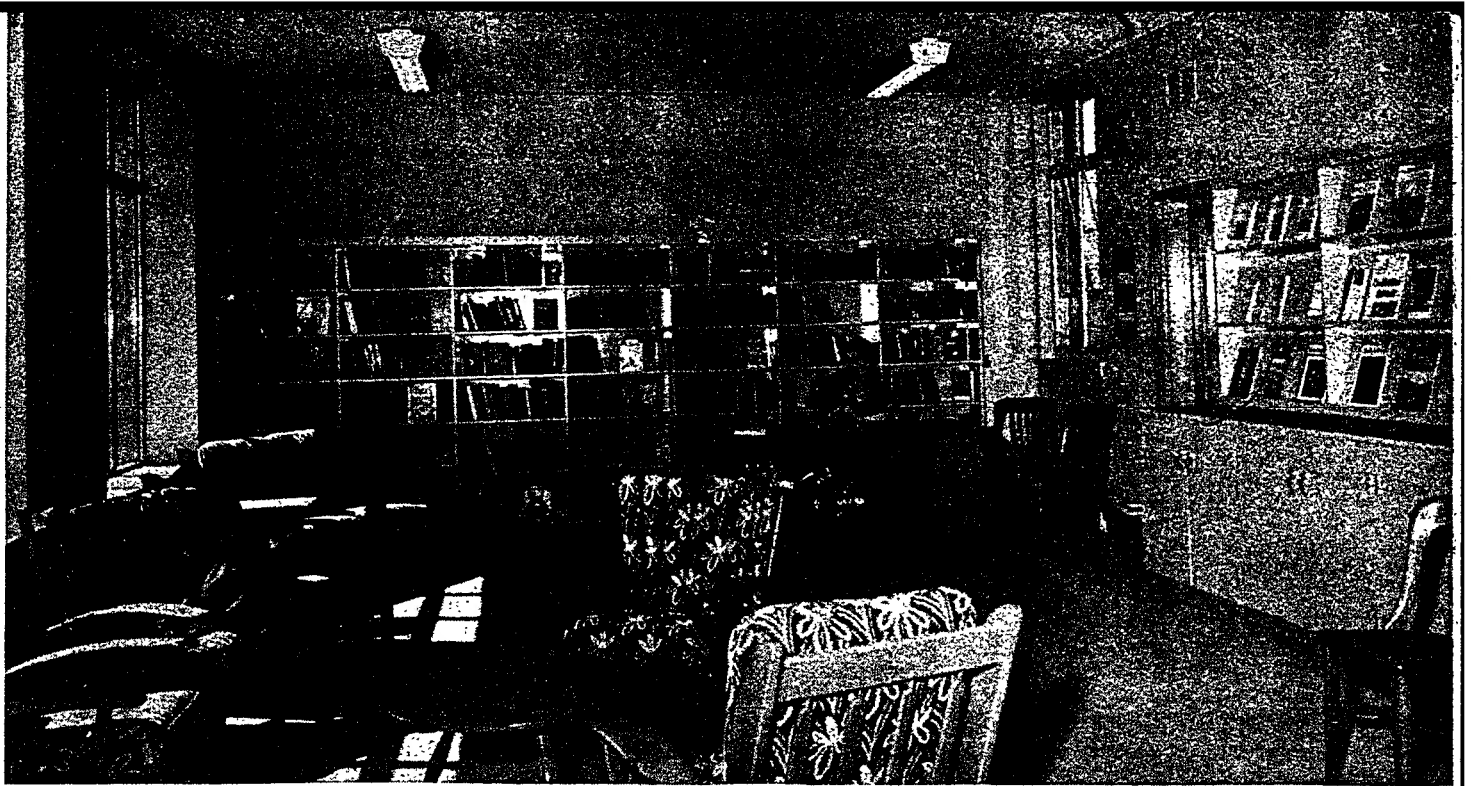




The Old

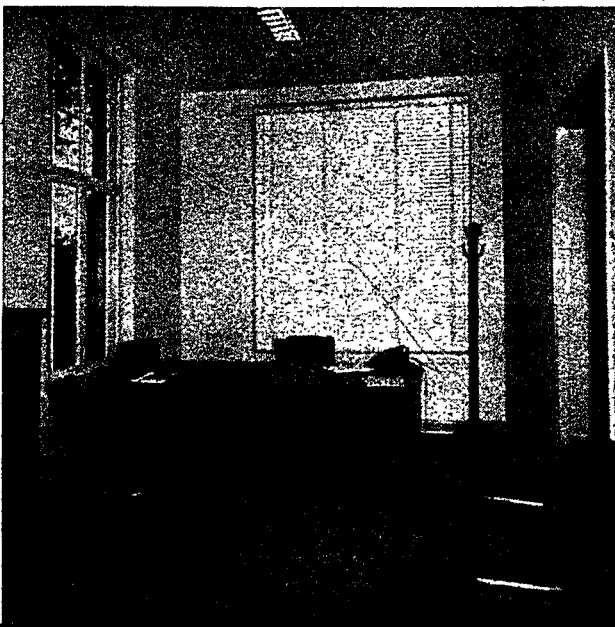
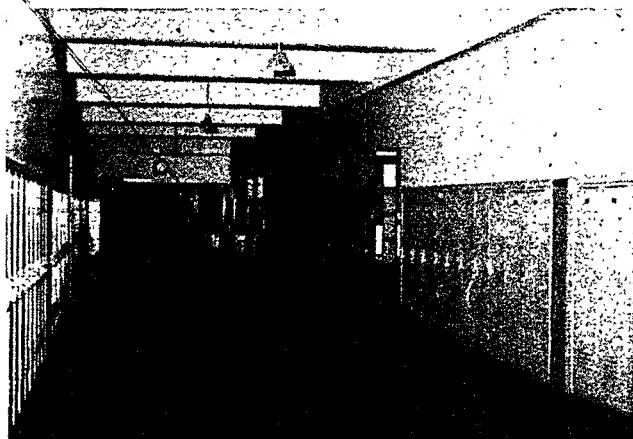
Saskatoon citizens are justly proud of their fine Public Schools and the new School Board Office building. Unfortunately, some of our schools are old and are outmoded, as shown in the pictures on the extreme left. The cramped reference library, where finding a book was quite a task, and the dingy office of the Superintendent in the old School Board building are shown also.





and the New

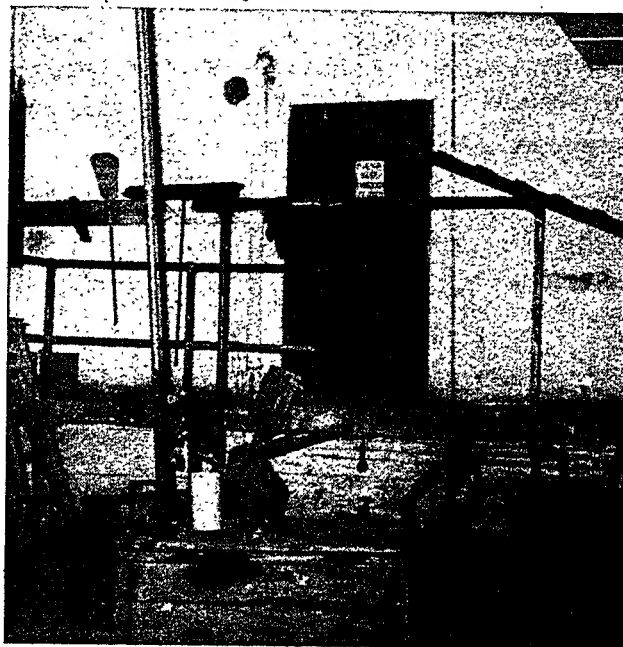
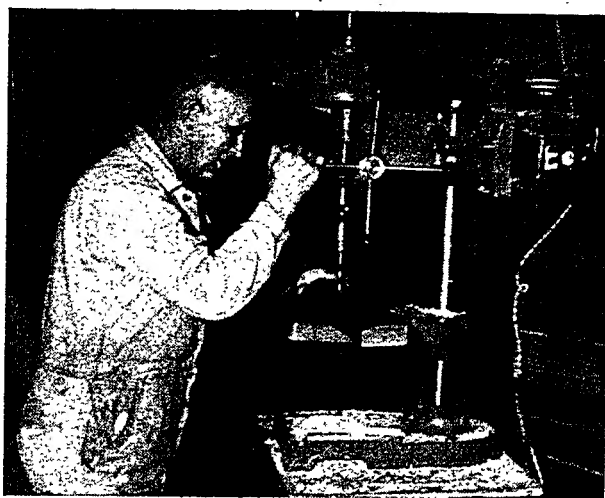
This page shows in contrast an unimpaired corridor and a well-lighted playroom in a modern school. The new office building contains this spacious and restful reference library, where teachers are encouraged to drop in and browse around. Educational journals and books are available to all members of the staff. The office of the Superintendent, shown below, is in keeping with the rest of the system.





"Ground Crew" *operations*

The maintenance of school buildings and properties is entrusted to both the individual building caretakers and to a "flying squad" of craftsmen who keep heating, plumbing, woodwork, grounds, and painting in good repair.



*The publication of this booklet
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of the following firms and individuals:*

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regards the active child as the truly growing child. Not activity for activity's sake—energy exploding in random movements—but activity which is a growing toward something more mature, a changing for the better.”

—*Rugg*